

Bethel Board of Education Regular Meeting

Thursday, January 16, 2025 7:00 PM

Board of Education Conference Room E, Live Stream:

<http://devos2.bethel.k12.ct.us/show?video=763ff4de0370> Materials can be viewed at: <https://meetings.boardbook.org/Public/Organization/2425> The opportunity for members of the public wishing to make comments can attend and comment in-person or may send public comments to the Board via email or letter and it will be included as part of the record of the meeting., 1 School Street, PO Box 253, Bethel, CT 06801

1. Call to Order	Speaker (s) : Policy 9326
1.A. Roll Call for Quorum	
1.B. Pledge of Allegiance	
2. Board Recognition/A Salute to Excellence	
2.A. Gifts, Grants, & Bequests	
3. BOARD REPORTS - PROGRESS TOWARDS DISTRICT INITIATIVES	
3.A. Strategic Plan Update	Speaker (s) : Christine Carver
4. Consent Calendar	Speaker (s) : Policy 9326
4.A. Approval of Minutes	
4.A.1. December 19, 2024 - Special Meeting - Legislative Workshop	
4.A.2. December 19, 2024 - Annual Meeting	
5. Correspondence	Speaker (s) : Policy 9326
6. Public Comment (Please note: The Board welcomes Public Comment and asks that speakers please limit their comments to 2 minutes. Speakers may offer objective comments of school operations and programs that concern them. The Board will not permit any expression of personal complaints or defamatory comments about Board of Education personnel and students, nor against any person connected with the Bethel Public School System.)	Speaker (s) : Policy 9326
7. Administrative/Board Member Update	Speaker (s) : Policy 9326
7.A. Board Chairperson Update	
7.B. Administrative Update	Speaker (s) : Christine Carver
7.B.1. 2024-2025 BOE District Data Sheet	
8. Reports to the Board	
8.A. Policy	Speaker (s) : Policy 9310, 9311, 9313
8.A.1. First Reading	
8.A.1.a. Policy/Regulation 6146 - Graduation	Speaker (s) : Christine

Requirements	Carver
8.A.1.b. Policy 6172 - Alternative Education	Speaker (s) : Christine Carver
8.A.1.c. Policy 4117 - Employee Discipline	Speaker (s) : Christine Carver
8.A.1.d. Policy/Regulation 4122 - Student Teachers	Speaker (s) : Christine Carver
8.A.1.e. Policy 4124 - Summer Teaching	Speaker (s) : Christine Carver
8.A.1.f. Policy 4118.232 - Weapons and Dangerous Instruments	Speaker (s) : Christine Carver
8.A.2. Second Reading/Approval	
8.A.2.a. Policy 0521 - Non-discrimination Statement	Speaker (s) : Christine Carver
8.A.2.b. Policy 6123 - Use of Certified Therapy Dogs in Schools	Speaker (s) : Christine Carver
8.A.2.c. Bylaw 9325.43 - Attendance at Meetings via Electronic Communications	Speaker (s) : Christine Carver
9. Adjourn	

RECEIVED

JAN 02 2025

Notification of Receipt of Gifts, Grants, and Bequests Received
BETHEL PUBLIC SCHOOLS
CENTRAL OFFICE

Please send a copy of this form to the Superintendent's Office as soon as your school has received a gift, grant, or bequest. The receipt will be announced at the Board of Education regular meeting. Each school is responsible for sending the donor an acknowledgement for the gift.

Gift, Grant, or Bequest Received: **\$3000 in Amazon gift cards**

How the Gift, Grant, or Bequest will Be Used: **to be distributed to our families in need at the holidays**

Estimated Cash Value of the Gift, Grant, or Bequest: **\$3,000**

Donor's Name and Address: **Loren and Patrick Salerno, 2 Coach Hill Drive, Danbury, CT 06811**

(NOTE: No Goods or Services were provided by the Bethel Public Schools/Bethel Board of Education in exchange for your contribution.)

Receiving School: **Johnson School**

Gift, Grant, or Bequest Received by (Print Name): **Alison Salerno**

Date Received: November 19, 2024

Copy to: Donor (Ref: Board Policy 3280)

Principal Rev: 6/2017

Superintendent

RECEIVED

Bethel Public Schools
Bethel, CT

JAN 07 2025

Notification of Receipt of Gifts, Grants, and Bequests Received

BETHEL PUBLIC SCHOOLS
CENTRAL OFFICE

Please send a copy of this form to the Superintendent's Office as soon as your school has received a gift, grant, or bequest. The receipt will be announced at the Board of Education's regular meeting. Each school is responsible for sending the donor an acknowledgment for the gift.

Gift, Grant, or Bequest Received: \$1,000 check

How the Gift, Grant, or Bequest Will Be Used: Scholarships, workshops, or special projects

Estimated Cash Value of the Gift, Grant, or Bequest: \$1,000

Donor's Name and Address: Anne Brecher, 3 Ward Dr, Danbury CT, 06810

(NOTE: No Goods or Services were provided by the Bethel Public Schools/Bethel Board of Education in exchange for your contribution.)

Receiving School: Bethel High School

Gift, Grant, or Bequest Received by (Print Name): Christopher Troetti

Date Received: 12/31/24

Copy to: Donor
Principal
Superintendent

**(Ref: Board Policy 3280)
Rev: 6/2017**



Strategic Plan Update Winter, 2025

Empowered Learner	
<p>Goal: Develop empowered learners who engage in autonomous decision-making, self-directed learning, reflection, and take ownership of progress and outcomes so that they can contribute as active, productive members of society.</p> <p>If we design environments that foster curiosity and engage learners in authentic, relevant problems and tasks where they can set goals, initiate actions to achieve those goals, seek feedback, and reflect on their progress, then they will be <u>empowered</u>¹ and develop their <u>agency</u>² and <u>self-efficacy</u>³.</p>	
<p>Clarity of Instruction</p>	<p>Understand the <u>intellectual engagement framework</u> and its role in learner empowerment</p> <ul style="list-style-type: none"> ● Feedback focused on intellectual engagement ● Lesson planning with the lens of intellectual engagement ● Use of the Danielson Intellectual Engagement Guide to identify components within intellectual engagement ● Calibration with teachers and administrators on the indicators of intellectual engagement through professional learning sessions, faculty meetings, and instructional rounds ● Partnered with the Center for Public Research and Leadership to support our work around intellectual engagement <p>Engage in curriculum development and leverage resources to include varied perspectives</p> <ul style="list-style-type: none"> ● Purchased core novels at BMS for our ELA Applications classes ● Use of Building Thinking Classroom practices across all buildings ● Use of edreports.org to evaluate materials for high-quality content and a broad variety and range of texts ● Conscious effort to include equitable experiences for students within our

¹ Empowered: Student ownership of learning.

² Agency: The capacity to direct one's efforts toward specific goals.

³ Self-efficacy: A set of beliefs about your ability to effectively perform tasks.

	<p>curriculum including but not limited to varied authors, backgrounds, multiple entry points to access a task, understanding bias, and media literacy</p> <ul style="list-style-type: none"> ● Established a curriculum revision process to support continuous reflection and refinement of curriculum development ● Piloting a new assessment system, AimsWeb, in our intervention and special education programs to specifically target needs and progress monitor instruction ● Piloting Bridges Edition 3 in our K-5 math classrooms <p>Develop an understanding of the progressions of learning both content and process</p> <ul style="list-style-type: none"> ● Professional learning opportunities focused on grade level standards and progressions of learning. ● Bimonthly meetings with K-5 ELA teams focused on the new reading program and understanding of grade-level expectations ● Calibration of expectations across classrooms and grades using student work ● Calibration of expectations through learning walks between and across schools
<p>Design of Learning Opportunities that foster empowerment of our learners</p>	<p>Design flexible learning opportunities to challenge students where they are</p> <ul style="list-style-type: none"> ● Goal setting as a mechanism for students to own their learning ● Unit Inquiry Projects that allow for choice and voice for students ● Participation in the annual STEAM Expo that allows students to create and test a passion project ● Opportunities for students to select how they want to represent their learning (e.g. artistically, written expression, presentation, song) ● Differentiated learning opportunities including extension activities and reteach activities ● Multiple pathway opportunities at BHS including AP, Early College Experiences, certificate programs, and experiential learning opportunities ● Expansion of BHS courses offered including Data Science, Literary Art & Publications, Black, Latino, and Puerto Rican course, and Great Diseases ● Expansion of BMS courses offered included Heritage Spanish and School Leadership <p>Deliberate instruction and application of the Global Competencies</p> <ul style="list-style-type: none"> ● Strategic Planning Committee convened to discuss a revision process for our global competencies ● Global competencies are included in all of our K-12 curricula ● Learning goals for students include the global competencies that are planned, taught, and assessed across the district ● Use of global competency rubrics for student self-assessment ● Report cards include student progress reflecting the global competencies ● Launched a Global Competency Advisory Council (made up of teachers, administrators, students, and parents) to make recommendations for

	<p style="text-align: center;">revisions to our current Global Competencies</p> <p>Understand and design varied forms of feedback and reflection</p> <ul style="list-style-type: none"> ● <i>Learner-Focused Feedback</i> book study with Leadership Team ● PLCs use of the Professional Learning Cycle that requires monitoring and feedback loops to support both educator and student learning ● Multiple mechanisms for varied stakeholder feedback including, but not limited to surveys, focus groups/small groups, 1-1 conferencing, written, oral, and digital feedback ● Student goal setting and conferencing focused on reflection and next steps for learning needs - 2-way feedback between teacher and student
<p>Design learning environments (physical and virtual spaces) and culture that foster empowerment in our learners</p>	<p>Purposely plan for and engage in digital and physical environments that support <u>personalized, differentiated, and individualized</u> instruction and real-time feedback as appropriate.</p> <ul style="list-style-type: none"> ● Use of computer-based programs that support varied learning needs such as IXL, My View, code.org, ReadWrite, Google Translate, Desmos, etc. ● Opportunities for students to select how they want to represent their learning (e.g. artistically, written expression, presentation, song) ● Revised our graduation requirements to reflect different tracks for students to choose courses aligned to their interests and needs <p>Foster relationships that develop social construction of learning</p> <ul style="list-style-type: none"> ● Engage in a book study with the leadership team using the book, <i>Culturally Responsive Teaching and the Brain</i> ● Emphasis on global competencies, including collaboration, to support learning and growth ● Learning opportunities are regularly planned that require students to make sense of what they are learning through multiple forums including, but not limited to discussion, questioning, building, and drawing. ● Engage in a book study, <i>Literacy Foundations for English Language: A Comprehensive Guide to Evidence-Based Instruction Learners</i>, to support our leadership team’s learning and instructional improvement strategies ● Launched a district Artificial Intelligence (AI) Community of Practice to build our collective understanding of AI and its impact on teaching and learning; learn and use varied approved AI tools for the classroom; and discuss future policy implications <p>Create the capacity of all learners to cultivate and engage in a culture of risk-taking and resilience</p> <ul style="list-style-type: none"> ● Model a culture for learning in our classrooms that supports risk-taking and mistakes as opportunities for learning and growth ● Use of a K-8 mastery-based grading system that allows for multiple opportunities to show what you know <p>Strengthen Relationships with Community Members including parents, local organizations, and local business</p>

	<ul style="list-style-type: none">● Launched a parental video campaign to support the social and emotional development our our students● Sustained progress reports provided to families in our intervention programming● Developed family literacy, math, and emotional intelligence nights with learning games and information for families● Continue partnerships with businesses to support our BHS Pathways and internships● Conducted a new recruitment for district committees. New parent representation on the Social Emotional Learning Collaborative, District Climate Committee, Vision of a Graduate, and Strategic Planning● Included students in all district committees to increase voice based on voluntary recruitment● Introduced Parent Square as a mechanism to streamline communications
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Emotional Intelligence

Goal: To develop and promote students' self-awareness, self-management, social awareness, relationship skills, goal-directed behavior, personal responsibility, decision-making, and optimistic thinking; in order to improve students' social and emotional well-being, and their performance in school and in life.

Theory of Action: If we develop a strong system to develop Emotional Intelligence by: implementing programming aligned to a research-based framework and/or standards and integrated with academic instruction, assessing student progress and needs, and organizing our responses to student needs in a multi-tiered system of interventions, then our students will develop the skills necessary to regulate their emotions, interact positively with others, and succeed in school and in life.

<p>Universal, for ALL students</p> <p>Regular Education</p>	<p>Establish leadership teams at the district and building levels to support implementation and engage in ongoing progress monitoring. The team should include staff and students in different positions, including teachers, PPS staff, and others, in order to have diverse perspectives.</p> <ul style="list-style-type: none"> ● District Climate and Wellness Committee reviews district-level data and makes recommendations for school teams ● School Climate teams in each building review EI (e.g., DESSA, tier 1 behavior trends, discipline) data ● Monthly grade level PLC meetings K-5, every 6 weeks 6-8 ● EI committees within every building engage in planning/updating lessons and special events (e.g, Wildcat Committee at BHS) <p>Develop staff awareness and skills related to the 5 core EI competencies, by: building connections between the EI core competencies and the global competencies; designing and implementing a professional learning program for school staff; and creating a professional culture that emphasizes respect, inclusivity, and collaborative problem-solving.</p> <ul style="list-style-type: none"> ● Professional learning program- formal PL days, faculty meetings, PLC meetings ● Staff/school charters ● PL for secretaries, custodians, IT staff, paraeducators, and job coaches ● Paraeducator professional learning program implemented in 24-25 to include: Restorative Practices, Adverse and Positive Childhood Experiences, De-escalating Behaviors <p>Develop & Implement: EI programming that is aligned to a research-based framework and developmental standards, creating an explicit connection to learning behaviors, global competencies, and digital citizenship.</p> <ul style="list-style-type: none"> ● RULER program PreK-8 ● Character Strong as a curricular resource and additional lesson development by Wildcat Committee 9-12 ● Teen Mental Health First Aid- all 11th graders ● Signs of Suicide- 7th and 9th grades ● Integration of academic content and EI- establishing a clear connection
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	<p>between EI, global competencies, and cognitive engagement (CASEL framework and Danielson framework)</p> <ul style="list-style-type: none"> ● Applied projects, example = math fluency project at Johnson <p>Develop a plan for implementation of programming utilizing PPS staff, classroom instruction, school-wide, and district-wide activities.</p> <ul style="list-style-type: none"> ● EI program schedules in each building, as developed EI committees ● SRBI meetings focus on Tier 1 strategies for teachers in the classroom ● PPS staff members implementing Continuous Learning Projects focused on: 1) a consultation model to support classroom teachers implementation of EI instruction, and 2) classroom (push-in) instruction by PPS staff members to improve EI and executive-functioning competencies. <p>All staff will be trained in restorative practices with an emphasis on connections to EI programming.</p> <ul style="list-style-type: none"> ● PL plans for 24-25 include Restorative Practices for certified staff and paraeducators in all buildings ● Paraeducator training in February 2024, October 2024, and November 2024 ● Previous training at BMS and BHS, strategies implemented <p>Develop a menu of regular education evidence-based strategies and interventions to improve social-emotional functioning, to be implemented by teachers in the classroom setting, with the support and collaboration of EI Coach.</p> <ul style="list-style-type: none"> ● Resources to support teachers, including ready-to-go lessons, have been prepared as part of Professional Learning Projects by the EI Coach and several PPS staff members <p>Develop a plan for evaluation of short and long-term outcomes, by selecting assessments that will yield information regarding district goals, and establishing a timeline for data collection and analysis.</p> <ul style="list-style-type: none"> ● DESSA implemented 3x year in K-8 ● Additional data reviewed regularly- attendance, discipline, school climate surveys, counseling contacts, crisis interventions, etc. ● Attitudes & Behaviors survey, 8-12- 2022 <p>Partner with families and the greater community by: communicating the definition and importance of EI, providing opportunities for professional learning in core EI competencies, and co-leading initiatives to promote the social-emotional well-being of our youth.</p> <ul style="list-style-type: none"> ● RULER tips for families ● Connection with Bethel Community Cares Coalition ● Youth Mental Health First Aid ● Social Emotional Collaborative book study (The Anxious Generation) and action planning
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<p>Interventions and Supports Interventions</p>	<p>Develop a district-wide system for social-emotional interventions including:</p> <ul style="list-style-type: none"> ○ Universal screening measure ○ Uniform process for reviewing data by the school SRBI teams ○ Criteria for identifying students in need of Tier 2 and Tier 3 support ○ Intervention Documentation Forms (IDFs) for social-emotional goal-setting and progress monitoring <ul style="list-style-type: none"> ● DESSA- universal screener and progress monitoring ● Data reviewed by grade level PLCs and district EI School Climate Teams and used to identify students in need of intervention <p>Develop a menu of evidence-based strategies and interventions to improve social-emotional functioning, that includes targeted and intensive interventions to be implemented by PPS staff.</p> <ul style="list-style-type: none"> ● Research-based interventions provided ● Partnering between PPS staff and EI coach for planning and in specific cases <p>Provide professional learning opportunities for PPS staff, to support implementation of effective interventions to improve social skills and emotional regulation.</p> <ul style="list-style-type: none"> ● Training provided in: DBT Skills in Schools, ACT/AIM, Youth Mental Health First Aid, and social skills interventions ● Training focus for 24-25 for improving executive functioning skills <p>Collaborate with parents/guardians to design and implement strategies and interventions for children.</p> <ul style="list-style-type: none"> ● Communication process developed for students entering SRBI ● Team meeting and parent contacts tracked ● Home visits when needed <p>Strengthen connections, including communication and referral pathways, to community-based resources and mental health professionals. Strengthen connections with community partnerships-clergy, adult mentors, and school-to-work connections.</p> <ul style="list-style-type: none"> ● Collaboration with Caredon (formerly DCF voluntary services) ● Communication and collaboration with community resources (e.g., Youth Continuum) ● Collaboration with agencies that provide support for homeless students and victims of trafficking
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Resources

Goal: To ensure that our staff has the appropriate resources to create the empowered learner and develop the social-emotional competencies of our students.

Theory of Action: If we provide our staff with the appropriate fiscal resources, then all of our students will be developed to their greatest potential.

Resources to develop and support the Empowered Learner

Expand coaching model to support Tier 1 instruction, particularly at BHS (STEM).

- STEM Coaching implemented in the Fall of 2023
- Focus of coaching is in implementation of Illustrative Mathematics and formative assessment to address learning needs
- Coaching feedback and professional learning supports our district's Theory of Action addressing rigorous and relevant learning opportunities that intellectually engage students
- Literacy Coaching to support the implementation of the two new reading programs. In K-5, Savvas, myView Literacy, and in grades 6-8, EL Educations
- Literacy Coaches engaged educators in ongoing professional learning focused on curriculum unpacking, K-8 to learn all of the components of the programs, and analysis of data to plan for supporting students

Ensure all learning environments across the district are equitable to support the 21st Century Learner.

- Safety and security upgrades to BMS, BHS, and Berry to reflect improvements made during the renovation projects at RS & JS
- Addition of NovoBoards at BMS, BHS, and Berry
- Maintained our 1:1 model of instruction
- Continue to upgrade Cybersecurity measures to ensure safety of staff, and students, including professional learning and online training modules for staff
- Continue to protect systems and infrastructure through implementation of SSO and MFA on various platforms, implementation of stronger password protocols, implementation of more regular password change policies, and regular scheduled patch maintenance
- Implementation of an identity and access management resource to secure student and staff login
- Upgraded music spaces at BHS to create music labs to support Arts Pathway
- Developed a plan to transform culinary spaces to provide instruction based on industry standards
- Transformed libraries to enhance Maker Spaces
- Continue to modify spaces and use of furniture which promotes collaboration, critical thinking, and problem-solving

Ensure adequate technology and replacement cycle districtwide to support a blended learning environment.

- Technology and replacement cycles have been developed
- Implementation is fund-dependent, but we have been able to fund them thus far
- All staff devices were replaced with ARP/ESSER funding
- A variety of classroom communication boards were also replaced with ARP/ESSER funding
- Purchasing of student Chromebooks has been replaced according to cycle
- **Provided Professional Learning to Administration and selected staff members on the use of Artificial Intelligence, instructional uses for classroom, and the role in the development of the future workforce**

Ensure an appropriate number of qualified, experienced, and properly trained staff to manage and support all facets of technology districtwide.

- Increased by 1.0 FTE
- Reorganized the technology department to create greater efficiencies
- **Redistribution of IT staff across schools, with specific building assignments and project responsibilities**

Implement BOE-established class size guidelines to create the conditions to meet our students' needs

- The Board of Education passed a regulation creating the optimal average class size guidelines
- Added/adjusted staff to meet the needs

Evaluate existing staffing resources to maximize efficiencies.

- This process is done annually as part of budgetary planning

Provide formal and embedded professional learning to shift instructional practices for the empowered learner.

- 2021-2023-Professional learning was focused on the acceleration of learning to address academic needs as a result of the pandemic
- 2023-2024-Professional Learning was focused on implementation of new literacy programs (K-8), access to grade-level standards, and intellectual engagement
- **2024-2025- Professional learning focused on the use of formative assessment and culturally responsive teaching strategies to support all learners**

Explore resources to enhance scope of internships.

- BHS is implementing strategies to enhance internships based on feedback from local business members and the Director and Chair of Economic Development

	<p>Provide programming for parents (internal or from external sources) to engage parents in understanding their role in empowering their learners.</p> <ul style="list-style-type: none"> ● Parent programs have increased greatly in the last year ● District has run community engagement events, including State of the Schools ● Mental Health First Aid was offered to families ● Annual STEAM Expo engages families and community ● Climate committees developed PSA to distribute to families regarding technology usage and social-emotional well-being ● Family Math Night established (elementary) ● Increase programming for parental involvement in literacy development (elementary)
<p>Resources to develop Social Emotional Competencies</p>	<p>Hire a social-emotional coach to develop and implement EI curriculum.</p> <ul style="list-style-type: none"> ● Completed. Will transition position to a stipend for coordination and professional learning. Completed through the budget process ● While the position was eliminated, we continued an EI Coordinator who continues to support teachers in the implementation of the EI programs <p>Identify and purchase curricular resources and/or programs to support EI</p> <ul style="list-style-type: none"> ● Completed. RULER program and licenses were purchased for K-8 ● BHS purchased curricular resources to support the advisory program <p>Provide opportunities for professional learning to implement EI practices, EI curriculum, and restorative practices, inclusive of equity issues.</p> <ul style="list-style-type: none"> ● Focus of the 2022-2023 school year Professional Learning was in the area of EI. Training was scheduled on all Professional Learning days <p>Provide programming for parents (internal or from external source) to engage parents in understanding their role in EI</p> <ul style="list-style-type: none"> ● Completed at elementary schools
<p>Infrastructure (security, physical capital & facilities)</p>	<p>Evaluate and implement the long-range security plan against future needs. implement the 10-year plan to address capital needs.</p> <ul style="list-style-type: none"> ● Security audit was conducted. A long-term plan was developed and implemented ● District wrote and received a security grant from the Department of Homeland Security and Emergency Services ● District advocated and received town funds to complete almost all other security needs ● Capital Plan developed and submitted to the town
<p>Human Capital</p>	<p>Ensure that our workforce is reflective of our student body.</p> <ul style="list-style-type: none"> ● This is an ongoing area of need. Due to state shortages of teaching and paraeducator staffing, there have not been any systemic ongoing strategies ● Diversity Plan developed and submitted to the State Department of

Education.

- Participation in the Educator Workforce Development Grant Program with Western Connecticut State University

Recruit students of color into our Cadet Teaching program to create a pipeline of certified staff.

- Completed.
- Developing and implementing systems to monitor our pipeline

Ensure our hiring practices promote the hiring of minority staff.

- This is an ongoing area of need.

Screen incoming candidates around issues of equity.

- While we continue to screen with that purpose, applications for all levels of positions have decreased.

Ensure that our induction programs include professional learning focused on equity.

- Monthly PL is offered in areas including, but not limited to understanding and supporting special services, use of assessment data and collecting student learning evidence, lesson planning and rigorous instruction, and emotional intelligence. This program is implemented annually.

Next Generation Accountability, 2023-24

Bethel School District

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State % Points Earned
1a. ELA Performance Index - All Students	69.1	75	46.1	50	92.2	85.2
1b. ELA Performance Index - High Needs Students	59.7	75	39.8	50	79.6	72.1
1c. Math Performance Index - All Students	68.5	75	45.6	50	91.3	80.2
1d. Math Performance Index - High Needs Students	59.2	75	39.4	50	78.9	66.1
1e. Science Performance Index - All Students	73.1	75	48.7	50	97.5	82.4
1f. Science Performance Index - High Needs Students	61.8	75	41.2	50	82.4	68.5
2a. ELA Academic Growth - All Students	67.2%	100%	67.2	100	67.2	58.7
2b. ELA Academic Growth - High Needs Students	62.6%	100%	62.6	100	62.6	54.2
2c. Math Academic Growth - All Students	82.4%	100%	82.4	100	82.4	61.4
2d. Math Academic Growth - High Needs Students	76.6%	100%	76.6	100	76.6	55.1
2e. Progress Toward English Proficiency - Literacy	64.2%	100%	32.1	50	64.2	58.9
2f. Progress Toward English Proficiency - Oral	72.3%	100%	36.1	50	72.3	55.2
4a. Chronic Absenteeism - All Students	8.9%	<=5%	42.3	50	84.6	49.3
4b. Chronic Absenteeism - High Needs Students	13.2%	<=5%	33.5	50	67.1	17.9
5. Preparation for CCR - Percent Taking Courses	93.3%	75%	50.0	50	100.0	100.0
6. Preparation for CCR - Percent Passing Exams	54.0%	75%	36.0	50	72.0	59.1
7. On-track to High School Graduation	95.7%	94%	50.0	50	100.0	89.9
8. 4-year Graduation: All Students (2023 Cohort)	94.7%	94%	100.0	100	100.0	94.0
9. 6-year Graduation: High Needs Students (2021 Cohort)	91.3%	94%	97.1	100	97.1	92.1
10. Postsecondary Entrance (Graduating Class 2023)	74.1%	75%	98.8	100	98.8	91.2
11. Physical Fitness (estimated participation rate = 94.9%)	51.9%	75%	34.6	50	69.2	63.0
12. Arts Access	57.7%	60%	48.0	50	96.1	91.7
Accountability Index			1208.3	1450	83.3	70.8

Gap Indicators

Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	59.7	15.3	16.9	N
Math Performance Index Gap	75.0	59.2	15.8	18.2	N
Science Performance Index Gap	75.0	61.8	13.2	17.9	N
Graduation Rate Gap (2021 Cohort)	94.0	91.3	2.7	9.9	N

Assessment Participation Rates

Indicator	Participation Rate (%)
ELA - All Students	98.3
ELA - High Needs Students	97.0
Math - All Students	98.3
Math - High Needs Students	96.8
Science - All Students	98.1
Science - High Needs Students	95.8

Minutes of the Bethel Board of Education Special Meeting - Legislative Workshop held on Thursday, December 19, 2024, in Board of Education Conference Room E, 1 School Street, PO Box 253, Bethel, CT 06801 and via live stream.

Attendance: Jackson Shostak, Michael Croft, Nicole Avallone, Karen Foster-BOF

Administrative Attendance: C. Carver, J. Variale, M. Rutledge, C. Sipala, M. Stabile, D. Burns

K. DiBartolo, Board Member, called the meeting to order at 6:04 PM.

Board Members Attendance:

Mrs. Jennifer Ackerman: Absent
Anthony Cassio: Present
Mr. Scott Clayton: Present, arrived 6:12 PM
Mrs. Kara DiBartolo: Present
Mr. Bill Foster: Present
Mrs. Jen Larsen: Absent
Mrs. Courtney Martin: Absent
Ms. Pat Rist: Present
Mr. Jeffrey Spies: Present
Mr. Dan Carter, Ex. Officio: Present

1. Call to Order

1.A. Roll Call for Quorum

1.B. Pledge of Allegiance

2. Legislative Workshop

State Representative Foncello attended the workshop to hear the Board and administration's concerns about legislative impacts on the budget. Dr. Carver reviewed the Board's legislative priorities for the 2025-2026 session with State Representative Foncello, they discussed the scope of the most significant issues and what the district's needs are. The most significant issues are:

1. Increased enrollment, including a significant increase in the number of students with disabilities.
2. Unfunded Mandates
3. Rising Cost of Healthcare and impact on the budget

They discussed the need to seek input from school districts regarding the impact of proposed legislation. They spoke about the example of the timeline for the Right-to-Read Act and the financial impact on the budget when districts implemented it and going forward. Dr. Carver and

First Selectman Dan Carter discussed the impacts of unfunded mandates that drain already limited resources, and/or disrupt operations. Dr. Carver provided a list of 257 state mandates pertaining to school districts. They discussed the need to fully fund Excess Costs to provide needed support to the district's students. Discussed the need to adjust the timeline for excess cost. Annually, districts do not know what the cap is going to be early enough to plan for the budget impact, it is estimated districts will only receive 60%.

Dr. Carver also spoke about the need to eliminate the kindergarten waiver from the change in the kindergarten start age law. She noted the waiver was not part of the previous law. Dr. Carver also reviewed the CAPSS legislative priorities.

3. Public Comment

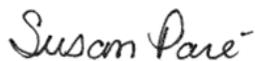
Nick Ellis, 13 Fawn Road, spoke about unfunded mandates and the need for improvement.

4. Adjourn

Move to adjourn at 6:37 PM. Passed with a motion by Ms. Pat Rist and a second by Mr. Bill Foster.

Anthony Cassio:	Yea
Mr. Scott Clayton:	Yea
Mrs. Kara DiBartolo:	Yea
Mr. Bill Foster:	Yea
Ms. Pat Rist:	Yea
Mr. Jeffrey Spies:	Yea

Respectfully submitted,



Susan Pare
Board Recorder

Minutes of the Bethel Board of Education Regular Meeting - Annual Meeting held on Thursday, December 19, 2024, in Board of Education Conference Room E, 1 School Street, PO Box 253, Bethel, CT 06801 and via live stream.

Attendance: Michael Croft

Administrative Attendance: C. Carver, J. Variale, M. Rutledge, C. Sipala, M. Stabile, D. Burns

S. Clayton, Chair, called the meeting to order at 7:08 PM.

Board Members Attendance:

Mrs. Jennifer Ackerman:	Absent
Anthony Cassio:	Present
Mr. Scott Clayton:	Present
Mrs. Kara DiBartolo:	Present
Mr. Bill Foster:	Present
Mrs. Jen Larsen:	Absent
Mrs. Courtney Martin:	Absent
Ms. Pat Rist:	Present
Mr. Jeffrey Spies:	Present
Mr. Dan Carter, Ex. Officio:	Present

1. Call to Order

1.A. Roll Call for Quorum

1.B. Pledge of Allegiance

2. BOARD REPORTS - PROGRESS TOWARDS DISTRICT INITIATIVES

2.A. Enrollment Projections Update

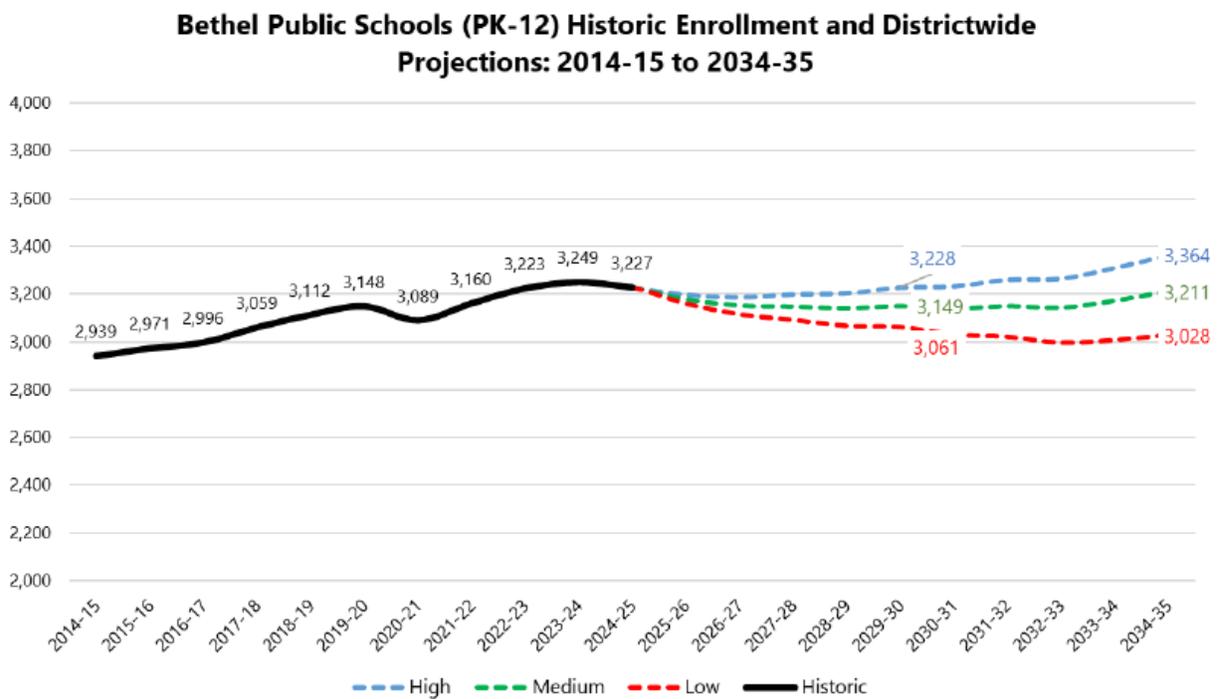
Patrick from the MP Planning Group presented the enrollment projections update. The study aimed to determine if the district/Town needs to do any feasibility planning, given the new development within the community. He reviewed the enrollment drivers, demographics, housing, enrollment trends/analysis, and enrollment projections. He spoke about population trends, birth trends and projections, home sale trends, single-family home sales trends, housing permit activity, recent and future housing, enrollment trends, student migration, historic enrollment, SPED, and ELL trends.

Overall district projections:

- Over the first five years, the high model shows stable enrollment while the low and medium models show declining trends. Overall range of 3,061 to 3,228 at the projection

midpoint.

- Much of the near-term decrease is being driven by the graduation of two large cohorts currently in 11th and 12th grades.
- Over the second five years of the projections, enrollment is projected to rebound under the medium model, while the high model shows continued sustained growth and the low model shows stable enrollment.
- Under the medium model, enrollment is projected to be 3,211 students in 2034-35, which is a similar level to this school year.



2.B. Issues Affecting the 2025-2026 Proposed Board of Education Budget (Budget Presentation Part I)

Dr. Carver spoke to the Board about the issues affecting the 2025-2026 education budget in preparation for the presentation of the proposed 2025-2026 education budget. She reviewed the budget goals and drivers - contractual salary obligations, health insurance, reduction in state funding (excess cost), and special education. She reviewed the increase in enrollment, students with disabilities with high needs. There are more complex students that are more resource-intensive. She spoke about the impact on the budget due to the decrease in excess costs grant funding over the years and, an increase in multilingual learners in all grade levels, many with

complex needs with large academic gaps due to education in their country of origin.

Dr. Carver summarized the budget increase will reflect maintaining existing curricular and extra-curricular programs with one (1) increase in requested staffing:

- 1.0 FTE school psychologist

Dr. Carver will present her proposed 2025-2026 education budget to the Board at its meeting on January 30, 2024.

3. Board Recognition/A Salute to Excellence

3.A. Gifts, Grants, & Bequests

Gifts

Rockwell School

Three boxed book sets of "Popcorn Thanks" with gratitude activity, stuffy, and a case of individual popcorn bags for staff, \$75, Lesser Evil Snacks, Danbury, CT

4. Selection of Temporary Chairperson

Move to nominate Dr. Christine Carver as temporary Chairman Passed with a motion by Mr. Scott Clayton and a second by Anthony Cassio.

Anthony Cassio:	Yea
Mr. Scott Clayton:	Yea
Mrs. Kara DiBartolo:	Yea
Mr. Bill Foster:	Yea
Ms. Pat Rist:	Yea
Mr. Jeffrey Spies:	Yea

5. Annual Meeting

5.A. Election of Officers

5.A.1. Nominations for Chairman of the Board

Move to nominate Scott Clayton for Chairman of the Board of Education for 2025. Passed with a motion by Mr. Bill Foster and a second by Ms. Pat Rist.

Anthony Cassio:	Yea
Mr. Scott Clayton:	Yea
Mrs. Kara DiBartolo:	Yea
Mr. Bill Foster:	Yea
Ms. Pat Rist:	Yea
Mr. Jeffrey Spies:	Yea

5.A.2. Nominations for Vice Chairman of the Board

Move to nominate Kara DiBartolo for Vice Chairman of the Board of Education for 2025. Passed with a motion by Mr. Scott Clayton and a second by Mr. Bill Foster.

Anthony Cassio:	Yea
Mr. Scott Clayton:	Yea
Mrs. Kara DiBartolo:	Yea
Mr. Bill Foster:	Yea
Ms. Pat Rist:	Yea
Mr. Jeffrey Spies:	Yea

5.A.3. Nominations for Secretary of the Board

Move to nominate Jen Larsen for Secretary of the Board of Education for 2025. Passed with a motion by Mr. Scott Clayton and a second by Mr. Bill Foster.

Anthony Cassio:	Yea
Mr. Scott Clayton:	Yea
Mrs. Kara DiBartolo:	Yea
Mr. Bill Foster:	Yea
Ms. Pat Rist:	Yea
Mr. Jeffrey Spies:	Yea

5.B. 2025 Board of Education Meeting Dates

Move to approve the 2025 Board of Education Meeting Dates. Passed with a motion by Mr. Scott Clayton and a second by Mrs. Kara DiBartolo.

Anthony Cassio:	Yea
Mr. Scott Clayton:	Yea
Mrs. Kara DiBartolo:	Yea
Mr. Bill Foster:	Yea
Ms. Pat Rist:	Yea
Mr. Jeffrey Spies:	Yea

5.C. 2025 Proposed Standing Committees Assignments

Move to approve the 2025 Proposed Standing Committee Assignments. Passed with a motion by Mr. Scott Clayton and a second by Mrs. Kara DiBartolo.

Anthony Cassio:	Yea
Mr. Scott Clayton:	Yea
Mrs. Kara DiBartolo:	Yea
Mr. Bill Foster:	Yea
Ms. Pat Rist:	Yea

Mr. Jeffrey Spies:	Yea
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5.D. Code of Ethics

Mr. Clayton spoke to the Board about how the success of the school system depends on an effective working relationship between the Board of Education and the Superintendent of Schools. This code incorporates those standards and responsibilities most critical to productive Board and Superintendent relations. Board members signed the Code of Ethics for 2025.

6. Consent Calendar

6.A. Approval of Minutes

6.A.1. November 21, 2024

Move to approve the minutes of November 21, 2024. Passed with a motion by Mr. Scott Clayton and a second by Anthony Cassio.

Anthony Cassio: Yea

Mr. Scott Clayton: Yea

Mrs. Kara DiBartolo: Yea

Mr. Bill Foster: Yea

Ms. Pat Rist: Yea

Mr. Jeffrey Spies: Yea

7. Correspondence

None.

8. Public Comment

Nick Ellis, 13 Fawn Road, thanked the Board for their time and hard work as Board members on the Board.

9. Administrative/Board Member Update

9.A. Board Chairperson Update

Mr. Clayton spoke about the 23/24 accountability scores. For the first time ever Bethel is at the top of the DRG.

9.B. Administrative Update

Dr. Carver reminded the Board of the Board's joint meeting with the Board of Finance and Board of Selectmen on January 2, 2025.

The Board was also provided a copy of UCONN Today Article - Neag School Alum Christine Carver Honored as Connecticut's 2025 Superintendent of the Year.

9.B.1. 2024-2025 BOE District Data Sheet

Dr. Carver provided the Board the monthly 2024-2025 district data sheet.

10. Reports to the Board

10.A. Curriculum, Assessment, & Professional Practices

10.A.1. Modern World History I Honors

10.A.2. Intro to Psychology

10.A.3. Conflict Resolution

Move to approve the Modern World History I Honors, Intro to Psychology, and Conflict Resolution curriculum. Passed with a motion by Ms. Pat Rist and a second by Mr. Bill Foster.

Anthony Cassio:	Yea
Mr. Scott Clayton:	Yea
Mrs. Kara DiBartolo:	Yea
Mr. Bill Foster:	Yea
Ms. Pat Rist:	Yea
Mr. Jeffrey Spies:	Yea

10.B. Resource Management & Business Operations

10.B.1. Finance

10.B.1.a. Budget Transfers

Move to approve the budget transfers as presented. Passed with a motion by Ms. Pat Rist and a second by Mr. Scott Clayton.

Anthony Cassio:	Yea
Mr. Scott Clayton:	Yea
Mrs. Kara DiBartolo:	Yea
Mr. Bill Foster:	Yea
Ms. Pat Rist:	Yea
Mr. Jeffrey Spies:	Yea

10.B.1.b. Quarterly Spending Report

Move to approve Quarterly Spending Report. Passed with a motion by Ms. Pat Rist and a second by Anthony Cassio.

Anthony Cassio: Yea
Mr. Scott Clayton: Yea
Mrs. Kara DiBartolo: Yea
Mr. Bill Foster: Yea
Ms. Pat Rist: Yea
Mr. Jeffrey Spies: Yea

10.B.1.c. 2025-2026 Budget Discussion - Pay-to-Participate

Move to table item to be included as part of the overall proposed budget presentation. Withdrawn with a motion by Anthony Cassio and a second by Mr. Jeffrey Spies.

Move that Dr. Carver be prepared to present during the budget workshops both a 20% and 33% reduction in pay-to-participate. Passed with a motion by Anthony Cassio and a second by Mr. Bill Foster.

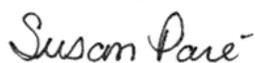
Anthony Cassio: Yea
Mr. Scott Clayton: Yea
Mrs. Kara DiBartolo: Yea
Mr. Bill Foster: Yea
Ms. Pat Rist: Yea
Mr. Jeffrey Spies: Yea

11. Adjourn

Move to adjourn at 9:07 PM. Passed with a motion by Ms. Pat Rist and a second by Anthony Cassio.

Anthony Cassio: Yea
Mr. Scott Clayton: Yea
Mrs. Kara DiBartolo: Yea
Mr. Bill Foster: Yea
Ms. Pat Rist: Yea
Mr. Jeffrey Spies: Yea

Respectfully submitted,



Susan Pare
Board Recorder

Danbury Council of Veterans

VETERANS OF FOREIGN WARS • AMERICAN LEGION • MARINE CORPS LEAGUE
CATHOLIC WAR VETERANS • DISABLED AMERICAN VETERANS • KOREAN WAR VETERANS

DANBURY, CONNECTICUT

RECEIVED

JAN 13 2025

BETHEL PUBLIC SCHOOLS
CENTRAL OFFICE

January 2, 2025

Cmdr. Andrew Ipkovich
Bethel High School Jr.N ROTC
300 Whittlsey Dr.
Bethel CT 06801

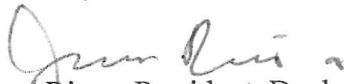
Dear Cmdr. Ipkovich

The City of Danbury Council of Veterans and the Danbury Marine Corps League want to thank you for your great address at our Pearl Harbor Memorial Day Memorial Service held at the Danbury Veterans of Foreign Wars Post 149 on December 7, 2024. It was much appreciated by the Council and especially by the World War II Veterans and all the Veterans and audience present.

It was a great speech touching on the history, poignant both militarily and emotionally, of Pearl Harbor and of World War II. Especially, and very timely, were your prescient thoughts on the present defense implications of drone technology, only two weeks before the east coast drone emergency. However the personal connections you struck with the members of the audience were outstanding. It was a pleasure for me having been a former student at Abbot Tech. to welcome you to the event. It is with pride that we congratulate you on your appointment as Commanding Officer of the Bethel High School Jr.NROTC and wish you all success.

Because Pearl Harbor Day is largely a US Navy and Marine Corps League event, the Danbury CT Marine Corps League Detachment is responsible for putting on the ceremony. We may be asking for your further presence at some of our other Council events in the future. Thanks Again

Sincerely,



Juan Rivas, President, Danbury Council of Veterans
Commander, Danbury VFW Post 149

Copy to:

Mr. Christopher Troetti, Principal
300 Whittlesey Drive
Bethel High School
Bethel CT 06801

Dr. Christine Carver, Superintendent
Bethel Public Schools
1 School Street, P.O. Box 253,
Bethel, CT 06801